2013-14

TEST ADMINISTRATION MANUAL

Paper Administration

MCESA
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Introduction

Congratulations. You will soon be implementing a MCESA Content Specific Assessment that is a collaborative effort by teachers, administrators, policy makers, and students. This assessment has undergone a rigorous development process to ensure validity and reliability. Please read this manual carefully. It is designed to assist you with creating a smooth and efficient testing experience for students, thereby collecting the most accurate data.

Purpose and Design of the Assessment

The MCESA Content Specific Assessments were created to measure student achievement in traditionally non-tested courses. The assessments are a matched pair of a pre-assessment and a post-assessment that are both aligned to the Arizona State Standards for the course. The post-assessments contain items that align to the end-of-year content standards. Forty percent of the pre-assessments align to beginning of year content standards for measuring students' in-coming knowledge. Sixty percent of the pre-assessments align to end of year content standards.

Definition of Roles

Test Coordinator – the person responsible for creating, securing, collecting, and destroying the testing materials

Test Administrator – the person(s) responsible for administering the test to students and proctoring the student testing experience

Statement of Security

Because this assessment was designed to be used to measure student growth as a part of teacher effectiveness models, it is imperative to adhere to professional security measures. Listed below is the defined test security protocol for the MCESA Content Specific Assessments.

1. Access to test books and answer documents shall be restricted to assigned Test Coordinator(s) during the prescribed assessment administration.

2. All test books and answer documents shall be kept under lock and key and in possession of the Test Coordinator except during actual test times.

3. Test books and answer documents shall be checked out or delivered and signed for by the Test Administrators no sooner than the date of testing and returned at the end of each day of testing.

4. Test books and answer documents shall be kept secure until they are distributed to students.

5. Only teachers and students in participating classes shall be allowed to access and use MCESA Content Specific Assessments.

6. The MCESA Content Specific Assessments shall not be examined, read, or reviewed.

7. No content of the test shall be disclosed, hand-copied, electronically stored, photographed, or photocopied.

8. No test item shall be discussed at any time.

9. No student responses shall be examined, read, or reviewed.

10. Ethics and professionalism regarding test administration will be upheld throughout the entire test administration window.

Before Testing

Preparing Materials

Printed copies of the assessment should be available to the Test Administrator the day before or morning of the testing session. Printed copies of the MCESA Visual Arts Assessments should be printed in color. If student data will be collected electronically, then answer documents with student information should also be generated and prepared for student use. Additionally, students should have pencils available.

Preparing the Environment

Careful preparation of the testing environment is an important step to ensure that the assessment measures student knowledge of the standards. A room that is quiet and free from distracting noises or interruptions should be scheduled for the testing session. The seating arrangements should support students in working individually, not collaboratively, on the assessment. Assigning students specific seats is a good strategy for maintaining a room where students work individually. Also, any bulletin boards, posters, or signs that could cue student answers should be removed or covered.

Each MCESA Content Specific Assessment contains 50 items and is designed to be administered in one class period of approximately 40-60 minutes.

Preparing Students

Before students take their test, they should be informed of the purpose of the assessment and what to expect. Questions that students are likely to ask include

1. Why am I taking this test?

2. How long will it last?

3. Where will we take the test?

4. Does this count for my grade?

An appropriate script for communicating with students is provided here, but the script may be modified to include district specific information.

> **You will be taking a test to show what you know about _____ (insert subject area or course name) _____. In this test, you will be working on your own, answering questions from a test booklet. Please take this test seriously and try your best to answer the questions.**

During Testing

Distributing Materials and Starting the Test

Provide each student with a copy of the test booklet and the answer document for recording student answers. Instruct students to keep the test booklet closed until you have given all directions.

An appropriate script for communicating with students is provided here, but may be modified to include district, school, or class specific information.

> **Please check that your answer document has your name on it. In a moment you will begin the test. Please work completely on your own. You may not use any electronic devices during this test. This test is not timed, and you will have the entire class session to work on it. Please read each question carefully and all of the answer choices. Mark your answer choice on your answer document. Do not make any stray marks on your answer document and choose only one answer for each question. When you are finished, you may revisit any of the questions on your test. Then, please remain quiet so that others can concentrate on their test. If you have a question, please raise your hand. You may begin.**

Monitoring Testing

While students are working on the test, quietly move about the room to monitor students to ensure that they are not talking with each other, examining the work of others, or using any electronic devices or non-approved resources. Also monitor students to ensure that they are progressing though the test and recording their answers correctly. In case of emergencies such as the bathroom, it is recommended that only one student leave the room at a time. If a student is not able to complete the test, then collect the student's materials and report the situation to the Test Coordinator.

A quiet test environment will support students in concentrating on their work. Therefore, it is recommended that students who finish the test early are prepared with an additional activity such as reading or completing work quietly at their seat. Providing free-time or games after the testing session may discourage students from putting forth their best effort on the test.

Test Administrators may only answer questions that relate to the directions of the assessment, not the content of the course or test.

Test Administrators should inform students when they have 10 minutes and 5 minutes of testing time remaining.

A quiet test environment will support students in concentrating on their work. Therefore, it is recommended that students who finish the test early are provided an additional activity such as reading or completing work quietly at their seat.

Accommodations

The following excerpt from *AIMS Testing Accommodations: Guidelines for 2012-2013* describes the Universal Test Administration Conditions that should enable all Arizona students to have an appropriate testing setting to support their success on the assessment. These conditions are applicable to the administration of MCESA Content Specific Assessments.

AIMS Testing Accommodations: Guidelines for 2012-2013

Universal Test Administration Conditions are specific testing situations and conditions that may be offered to any student in order to provide him/her a comfortable and distraction free testing environment.

Universal Test Administration Conditions include:

— Testing in a small group, testing one-on-one, testing in a separate location or in a study carrel,

— Being seated in a specific location within the testing room or being seated at special furniture,

— Having the test administered by a familiar test administrator,

— Using a special pencil or pencil grip,

— Using devices that allow the student to see the test: glasses, contacts, magnification, special lighting, and color overlays,

— Using devices that allow the student to hear the test directions: hearing aids and amplification,

— Reading the test quietly to himself/herself as long as other students are not disrupted,

— Wearing noise buffers after the scripted directions have been read,

— Having the scripted directions included in the Test Administration Directions repeated (at student request) and having questions about the scripted directions or the directions that students read on their own answered. (They may also be displayed in writing on the board.)

While some of the items listed as universal test administration conditions might be included in a student's IEP as a required testing accommodation, for testing purposes these are not considered testing accommodations and are not limited to only students with IEPs.

Additional Accommodations

All teachers are expected to implement any testing accommodations specifically noted on student Individual Education Plans (IEP) or 504 Plans. Also, English Language Learners may have access to a native language dictionary.

After Testing

Collecting Materials

Collect the test materials from students when finished. Explain to students that they may not discuss the content of the test with any peers, teachers or parents.

Inspecting and Returning Materials

Before returning the materials to the Test Coordinator, the Test Administrator should verify that all materials that were checked out and distributed have been collected. Check that all answer documents have the student name and are ready for scoring. If scannable answer documents are being used, then check that the bubble marks are clean and neat and that the paper is not marred as to prevent scanning. Work with the Test Coordinator to construct a plan for students who were not able to complete the test. Lastly return the materials to the Test Coordinator according to district or school protocol.

Test Coordinators are required to securely store or shred all hard copies of MCESA Content Specific Assessments at the completion of the testing window as noted in the District Security Agreement.